



Grace Academy

Curriculum Policy

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1. Introduction

Grace Academy curriculum is a catalyst for change which will help to transform students' lives.

The key objectives are:

To raise the aspirations and the achievement levels of the students by offering them the best educational opportunities available.

To create an environment that promotes excellent learning and teaching, develops enterprise and helps students to prepare for life and the world of work.

To provide educational opportunities and excellent facilities which are shared by parents, carers and the wider community throughout the whole year.

To provide a curriculum which enables students to enjoy learning while, at the same time, preparing them for employment, further/higher education and life-long learning.

To emphasise the development of moral purpose thereby helping students to become responsible young citizens who make valuable contributions to society.

To fully involve parents and carers in life-long learning and community education.

To extend students' understanding of the world around them, including the social, cultural and spiritual aspects of society

To provide, fresh educational opportunities and innovative approaches which link students with local business; this will develop the skills needed to succeed in the wider world.

The basis of achieving high standards is the personalisation of learning for each student. This will take into account prior attainment, and where relevant, previous underperformance, preferred learning style and other key factors. It will set and subsequently track targets and expectations. It will ensure that each student has the opportunity to achieve or exceed the aspirational targets set for them.

An appropriate and engaging individual curriculum pathway, based closely on the ethos of the Academy, will secure high levels of achievement.

It will be essential that the teachers and others working with students are highly skilled, trained and well-motivated. High standards at every level will be ensured through rigorous self-evaluation, supported by external validation and strengthened by collaborative work with other related Academies and local schools.

The Grace Academy sites work closely together offering mutual challenge and support. The lessons learnt in any location will be shared, as will the transformational approaches in teaching and learning.

2. Key Curriculum Features

A number of key curriculum features will drive the design and delivery of the curriculum. These will ensure that stated curriculum objectives are achieved and that the impact of the specialism is optimised.

The curriculum will:

- Provide a range of learning opportunities for students that are tailored to provide suitable programmes of study which meet individual needs. The pathways will facilitate enhancement and extension activities for some students with Key Stage 3 programme. Flexible opportunities will be provided for basic skills such as literacy, numeracy and problem solving.
- Include intensive and focused teaching for students requiring additional support.
- Provide balance and structure that reflect student needs. At Key Stages 4 and 5 pathways will include a wide range of courses including vocational courses and specialist opportunities for acceleration, and the

development of learning for all students beyond the 'school day'. Offer excellent educational opportunity beginning with high quality transfer and induction procedures.

- Provide committed pastoral care and support to ensure good learning.
- Emphasise the development of moral character and appropriate values in students.
- Create an environment where excellent teaching flourishes.
- Encourage independent learning and personal enterprise.
- Ensure a breadth of opportunity to access spiritual, social or cultural development opportunities across all areas of the curriculum.
- Enable students to develop their own ideas and opinions and to be able to support them by logical argument.
- Match and link individual student's needs and aspirations with other providers and organisations.
- Develop innovative practice in business and enterprise education.
- Provide post 16 opportunities which enables students to enjoy learning whilst preparing them for continuing (life-long) education or employment.
- Provide a learning plan based on challenging academic, specialist and vocational targets suitable for the individual student.
- Include academic targets based on achieving potential.
- Include an R.E. curriculum drawn up by the Academy and broadly based on locally approved agreed syllabuses.
- Recognise inspection by Ofsted and fully achieve the intentions of the Education Act (1988) and the Governing Board in respect of religious education and collective worship.

3. The Outline Curriculum Model

The Academy will offer a full and rich entitlement to the National Curriculum for all students. Delivery of the key curriculum features outlined above depends on several factors. These are outlined below:

3.1 Curriculum Model: KS3

Some students will require increased focus on core skills, literacy, numeracy, English, mathematics and science and these needs will be met.

Their taught programme will be enhanced through considerable opportunities for study support and extended learning outside the normal Academy hours

3.2 Curriculum Model: KS4

The curriculum at Key Stage 4 (KS4) will allow students to specialise. The pathway model will develop to offer a variety of subjects that enable progression. Courses will be offered either at the Academy or at partner Schools and Colleges.

3.3 RE and PHSE

The nature of the Academy, with its emphasis on Christian values, has been reflected in the allocation of time for Religious Education. RE embraces the Social, Moral, Cultural and Spiritual Dimensions and aspects of Health Education (PSHE). It also deals with behaviour, respect, courtesy, honesty, integrity, work ethic, responsibility, reliability and development of a culture of achievement as part of a planned programme including sex and relationship education. This is delivered as part of values days, tutor times and in other lessons depending upon the Academy and the specific syllabus being taught. Further details are available by contacting the Academy directly or within the Relationships and Sex Education Policy.

3.4 Extra-curricular Potential

Study Support and a homework club will be available for students.

Opportunities will be provided for Gifted and Talented students of all ages.

Other activities to broaden understanding and to enhance enthusiasm for the Academy will feature on several evenings per week.

3.5 The Sixth Form

The Curriculum in Year 12 will be developed to meet the learning needs of the cohort and the preferences of the students. The Academy has developed a range of accredited pathways at Levels 1, 2 and 3 including A and A/S level, Applied GCSE's and BTEC's with a wide range of work related learning.

Business and ICT are used to support the development and learning at Post-16 and compliment diverse programmes of study designed to allow students to progress to their next stage.

All students will leave the Academy with wide ranging experiences to complement their newly acquired skills and qualifications. Physical and Community experiences are essential elements in their personal development and sit alongside high-level Communication Skills as prerequisites for successful living.

The Curriculum in Year 13 will follow through from Year 12 to A2 level unless serious extenuating circumstances prevent this.

3.6 Vocational and Specialist Education

Vocational opportunities where appropriate to students needs will be incorporated throughout the curriculum with particular emphasis on business, information and communications technology.

The vocational courses, will lead either to extension into sixth form courses or to preparation for new employment opportunities.

Where appropriate, outside experts and professionals will be used from all areas of life to support the learning of students in specific fields including the Arts, Industry, and Design.

3.7 Sports

Sports and Leisure are important facets of the Academy's drive for encouraging a healthy lifestyle and students will benefit from the superb facilities and excellent teaching and coaching.

3.8 Approaches to Teaching and Learning

Both teaching and learning will be continually refined or, if necessary, transformed as the Academy develops. Practice will always be challenged as part of the Academy's aspiration to raising educational attainment.

The teaching will:

- Be exciting, stimulating and challenging
- Recognise that learning is a serious business which can also be fun. It will be an adventure to be enjoyed and a journey that stretches, challenges and opens young minds.
- Make learning enjoyable and effective by engaging all students and by focusing on learning how to learn. Success will always be recognised.
- Be creative and innovative, thereby helping students to learn how to problem-solve, utilise their thinking skills and develop as truly independent learners.
- Lead the way in establishing best practice. It will reflect changes in society and aim to place the Academy at the cutting-edge of developments in educational theory, technology, teaching and learning and leadership practice.

- Recognise that the leadership of teaching is a vitally important element of success. The Academy Governors and the Principal - assisted by a strong, able and dedicated team of staff, will ensure high quality teaching at all times.

The learning will:

- Ensure a wide range of approaches to ensure that different learning styles are catered for. Student learning needs will be met by skilled teachers who will apply the concepts of emotional intelligence, accelerated learning and preferred learning styles.
- Encourage independent study and utilise an innovative Virtual Learning Environment, which will enable all hours learning access.

4. Monitoring, Assessment and Evaluations

Tracking the progress and informing all appropriate parties of our students' progress in academic, social and behavioural terms is very important to the Academy.

Students and parents will be able to receive assessment information via the 'Parent Gateway' outlining a students grades. Parents will receive electronic reports highlighting effort, attainment levels, behaviour and conduct and point out any issues that may have arisen.

The Academy will hold regular Parents meetings where Students and Parents have an opportunity to meet with teachers. Students will review their progress with parents and meet with teachers to discuss issues and future targets.

Students may also have further review meetings with Pastoral Managers, Gifted and Talented Co-ordinators, Special Needs Co-ordinators, Progress Managers and Senior Staff as appropriate.

The Academy will work in close partnership with partner primary schools so that there is a clear understanding of the needs and achievements of all students on arrival. This will enable the Academy to provide appropriate learning pathways for students in Key Stage 3 which will range from compensatory to accelerated.

The Academy will offer a wide range of examinations and examination styles for students. These include regular testing and examinations in each year of the Academy, to chart progress. The Academy regularly tracks students' progress and intervenes to support students who appear to be at risk of underachieving

5. Business and Enterprise

5.1 Introduction

The focus on business, industry and commerce will help students to identify appropriate educational and employment opportunities that will be useful in later life.

Business and enterprise education will form part of the curriculum at each Academy. This will be delivered in differing ways to each year group and will provide a foundation for adult life.

Students will be encouraged to develop their own ideas and opinions and to support their views by logical argument. Enterprise skills that prepare students for life in the worlds of business, trade, commerce, the professions and the community will be developed. These will help to close the gap between job market requirements and the current skill level of school leavers in the Grace localities.

5.2 Business Links

There will be extensive links with business, through which students will gain detailed knowledge of the wider world. Students will take part in business activities and work experience from year 7 and will experience real business life through work visits, work shadowing, work experience and work related learning. Business and Enterprise will be taught either as a discrete subject and/or as a key cross curriculum theme pursued in all subject areas. Relevant and innovative activities will take place in tutorial time and on special timetabled days. Events will be both practical and

thematic. Students will model businesses and enterprise in mock, virtual and real entrepreneurial activity. Mentoring students, coaching entrepreneurial activities and contributing to the wider curriculum, will actively involve business leaders in the life of the Academy.

6. Personalised Learning

Each student will have a personalised learning pathway, including personal guidance on their courses. Likewise, all students will have access to data about their prior performance and agreed personal performance targets each year. Progress towards targets will be carefully monitored.

7. Extending and Enriching the Curriculum

The curriculum will include extension activities that take place after school using the full range of facilities. Extension time will enable all students to understand more about life-long learning, leisure, business, industry and commerce.

A programme of enrichment and extension activities will feature as part of each faculty's curriculum offer.

Full details of the curriculum and extension of the curriculum can be found on our website at www.graceacademy.org.uk.